**Centre One: Parallel Tasks**

**Step 1:**

**With a partner, decide who is going to do Option 1 and who is going to do Option 2 for the following parallel task.**

**After you have both solved and compared, discuss the two options with your partner. How do you see this choice within the parallel task helping the struggling student?**

**Option 1: Create three different patterns, each including the number 40 as the fourth, fifth, or sixth number in the patterns.**

**Option 2: Create three different increasing patterns, each including the number 40 as the fourth, fifth, or sixth number in the pattern.**

**Step 2:**

**Solve the following question, and then design a possible parallel question. Create some common questions that could be asked of all students.**

**Choose an animal type and a square grid size. Write the letters of that animal’s name one at a time in the squares of the grid, going left to right, from top to bottom. For example:**

|  |  |  |  |
| --- | --- | --- | --- |
| **M** | **O** | **N** | **K** |
| **E** | **Y** | **M** | **O** |
| **N** | **K** | **E** | **Y** |
| **M** | **O** | **N** | **K** |

**Option 1: Predict what the last letter you write will be if the grid is a 6X6 grid. Test your prediction. Explain how you can predict.**

**Source: Good Questions: Great Ways to Differentiate Mathematics Instruction Marian Small, 2009**

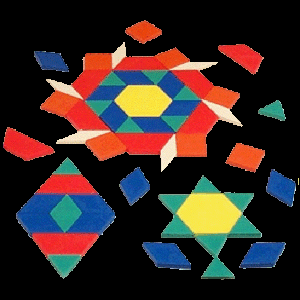
**Centre Two: Looking at CLIPS**

**This is your chance for some “free play” on the computers, looking at the CLIPS that have been developed for algebraic thinking.**

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**Centre Three: CLIPS Without A Computer**

**Explore the CLIPS activities provided. How could you use these activities with a whole class?**



**Centre Four: Connection Junction**

**Ruth and Cathy identified the following information:**

**CLIPS incorporates instructional components identified by many researchers as vital for students with LD (Fuchs et al., 2008; Fuchs et al., 2006; Montague, 2007; Fuchs & Hamlett, 1989; Swanson & Hoskyn, 1999; Anderson-Inman et al., 1996)**

* 1. **Focusing attention**
  2. **Student interaction with dynamic representations to construct understanding**
  3. **Multiple opportunities for practice**
  4. **Modeling with representative examples**
  5. **Immediate leveled corrective feedback**

**Brainstorm with your group how these components can be used to engage the struggling student in your classroom with or without the use of technology, but keeping student engagement in mind.**

**Try to add at least one idea on each sheet of chart paper (each of the ideas #1-5 above is represented on a separate poster).**

